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ABSTRACT

These proceedings of a workshop designed to test a model for a seminar to train adult educators and to discuss the characteristics of adult education in Nordic countries (with special attention to underprivileged groups) consist of a general report and syntheses of two group sessions. Discussed in the general report are the background and organization of the workshop; its main themes (aspects of Nordic cooperation, action in favor of the unemployed in Sweden, decentralized staff development at Volvo, and the ideal and reality of worker's education); and ways to improve adult education for the underprivileged. A synthesis of the group sessions on learning in relation to everyday situations is presented. Summarized next are the group sessions devoted to information, advisory, and counseling services and the training of adult educators for work with the underprivileged. The program of the seminar and a list of its participants are appended. (MN)

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Strasbourg, 17 December 1980 CC-GP3 (80) 23

COUNCIL FOR CULTURAL CO-OPERATION

European network of interaction projects
in adult education

PILOT SEMINAR ON THE TRAINING OF ADULT EDUCATORS WORKING FOR UNDERPRIVILEGED GROUPS

Kungälv, Sweden, 19 - 23 May 1980

R E P O R T

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A. GENERAL REPORT

by Armand CLAUDE

I. BACKGROUND

The network of interaction projects, which was launched in 1977 is an important part of the Council for Cultural Co-operation's Project No. 3 "Development of Adult Education". This method of European co-operation adapted to the context of adult education has been tested in a number of short and long visits to different countries over the period 1978-80. The Kungälv seminar was one event in this network.

On previous visits, the training of adult educators - especially those working with underprivileged groups - had emerged as an important and sometimes acute problem to which above all, there was no generally accepted solution in the different countries. We should particularly mention the workshop at Chorley (UK) in 1979, whose findings and unanswered questions were an important basis for the Kungälv Seminar (1).

The Danish Ministry of Education and the Council of Europe therefore invited some 30 people to:

- test in practical terms a model for a seminar which might be used for the training of adult educators, and
- discuss between Scandinavian and non-Scandinavian participants the characteristics of adult education in the Nordic countries (with special reference to underprivileged groups) (2).

The seminar was attended by participants selected by the responsible bodies in Denmark, Sweden, Norway and Finland, and a Council of Europe group selected from among persons and institutions previously involved in the network. Thus, in addition to the organisers, the 25 Scandinavian participants were joined by guests from Belgium, the Federal Republic of Germany, France, the Netherlands, Spain, Switzerland and the United Kingdom (3). Thanks to the participants and their different functions in adult education, the seminar presented a very rich and varied cross-section of the problems arising in connection with underprivileged groups and classes.

The seminar was organised by representatives of the Danish Ministry of Education and the Council of Europe in close co-operation with the "Nordens Folkliga Akademi" (Nordic Academy of Adult Education) in Kungälv, where it took place simultaneously with two other Scandinavian

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(1) "Adult education for underprivileged groups", CC-GP3 (80) 11.

(2) See programme of the seminar in Appendix I.

(3) See list of participants in Appendix II.

seminars which gave the participants from non-Scandinavian countries an opportunity to form an impression of the working methods used in adult education in the North. Evening entertainment and excursions, a play prepared in one of the parallel seminars and performed in Kungälv's spectacular fortress, but above all the informal contacts between participants contributed to the good atmosphere which prevailed throughout the week and to the useful work which was done during the seminar in a friendly and open climate.

II. ORGANISATION

The seminar programme was based on alternating general information sessions (in the morning) and discussions in small working groups (in the afternoon). Two informal but important elements were the stay at the Academy, which brought out quite vividly the differences and similarities between adult education in Scandinavia and in our own countries and the innumerable discussions between the participants, especially in the Council of Europe group.

The information given in the morning sessions served a dual purpose:

- on the one hand, it illustrated the framework of adult education in the Scandinavian countries, its general structures, current problems and national peculiarities; this was the purpose of the lectures on the Nordic Council (Johan Engelhardt, Denmark) and on adult education policy in the Nordic countries (Kim Mørch Jacobsen, Kungälv, based on recent research by the Nordic Council);

- on the other hand, it gave practical examples of education for underprivileged adults (Danish trade union movement; "second chance" training in Sweden: talks given during the visit to a training and retraining centre for the unemployed (AMU) in Göteborg) or presented the national situation in one of the Scandinavian countries from the particular standpoint of work with underprivileged groups (Ake Dalin for Norway, Inga Sandelin for Finland); the talk on staff and training policy in Volvo factories fell into this bracket, but did not go into the problems of underprivileged groups.

Further information was supplied to the participants by way of Scandinavian and other working papers, which were sometimes closely related to the general theme of the seminar and sometimes more general. Here we should mention the reports on earlier Council of Europe activities:

on the information, advisory and counselling services in the Federal Republic of Germany (Peter Clyne), and on adult education for underprivileged groups (Peter Clyne) (1), the reports on learning in everyday situations (Ole Gay, Denmark) learning in the work situation (B Stockfeld, Sweden) and the organisation of training for adult educators (A Claude, Switzerland). This mass of basic information is valuable material for any educator working with underprivileged groups, and indeed for all adult educators, although at the seminar itself it was not possible to elaborate on all the ideas contained in the various documents, to discuss them and to turn them to account.

The afternoon working groups - the second major feature of the programme - encountered a number of difficulties. In addition to those which occur at any international meeting:

- differing national experience;
- problems of translation and comprehension;
- "running-in period" between people who do not know one another, or not very well,

we shall now mention some problems which were more specific to this seminar with its theme and particular composition:

- the participants, with a few exceptions, had very little practical experience of working with underprivileged groups in the course of their duties they do have to take the learning difficulties encountered among underprivileged people into account, but they rarely have any relevant first-hand experience;
- the majority of the participants do not come from an underprivileged environment and their current occupations separate them still further from such an environment; this is not a question of the participants' goodwill, or lack of it, but is due to the fact - often noted during the seminar - that formal educational structures and arrangements are not always typical of learning among the lower social classes.

All these difficulties, however, did not prevent the groups from conducting a very valuable exchange of views and experience, from finding that their views often concurred and from therefore providing the seminar with as much material as the basic information supplied previously. The fact that - beyond national differences in the structure and organisation of adult education - the same problems confront every country and participant in relation to the underprivileged classes, helped the groups to achieve a good understanding and to work more profitably.

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(1) Cf CC-GP (80) 11: Report on the visit to the municipal counselling centres of Cologne, Regensburg and Bremen, and report of the Chorley Workshop (UK).

The daily reports submitted by each group, in the form of short papers which were immediately translated and distributed, and the plenary discussion and summing-up sessions streamlined the organisation of the work without creating the illusion that all the problems raised had been solved. The seminar's provisional conclusions (cf point IV of this report) will enable not only the Council of Europe, but also interested member states, organisations and individuals, to continue this work, test new models and thereby contribute to the development of adult education.

III. MAIN THEMES

It is impossible to reproduce in this report all the wealth of information and ideas that was presented at the seminar, especially as much of it relates to adult education in general and is already to be found in other Council of Europe documents. We shall therefore confine ourselves to some specific points which we feel are particularly important for the development of adult education in underprivileged groups while hoping that the papers produced at or for Kungälv will be taken up again and elaborated on during the Council of Europe's future activities in this field. In this section we shall follow the chronological order of the programme in order to remain as objective as possible.

1. Aspects of Nordic co-operation

The Nordic Council, founded in 1953 and expanded in 1971 to include culture, education and research, has some 40 joint institutions and projects, some of which are concerned with adult education. One of these institutions is the "Nordens Folkliga Akademi" in Kungälv where the seminar was held and which organises courses and seminars lasting several weeks for groups of educators or teachers or on common themes in adult education in Scandinavia. Current research projects include one on working life, comprising systematic analysis of the context and conditions of work as a basis for learning.

The Scandinavian adult education system and the nature of its relationship with the state encourage the development of educational circles and centres within the independent associations, occupational organisations and even private groups. Governments have laid down few formal conditions for the provision of financial support to adult education schemes: minimum number of participants and minimum length of meetings; appointment of a person to be responsible for external relations; premises open to the public. Few though they are, these conditions are often irrelevant to the learning needs of handicapped or underprivileged people (the elderly, people living alone, the physically handicapped, migrant workers, etc).

In all the Scandinavian countries, the rate of participation in adult education activities is around 33%, the majority attending "general" courses, ie courses without any specifically vocational content. Leaving aside "normal" vocational retraining, roughly one seventh of the people involved attend courses to improve their employment prospects and between 2 to 4% hope to acquire, through "second chance" courses, an official diploma which, for various reasons, they were unable to obtain when they were young.

2. Action in favour of the unemployed in Sweden

A visit to one of the three AMU (Labour Market Training) centres in Göteborg provided a great deal of information on a type of institution which has been well known and highly developed in Sweden since 1958: some 5,000 students attend the many vocational and preparatory courses in a wide range of technical and commercial branches. The payment of unemployment benefit usually depends on willingness to attend an AMU course, and this has created the perfect recruitment machinery for this type of training. Provision varies according to the needs of the market, and the relevant decisions are taken by bodies composed of representatives of the Ministries of Education and Labour, the trade unions and the employers' associations. When we hear that over 80% of the trainees will find a job within three months of completing labour market training, we are tempted to speak of a group which is both underprivileged and privileged. However, a number of difficulties that are typical of underprivileged groups - such as psychological barriers to learning, financial and practical problems, fatigue or the fear of exposing oneself to ridicule in a field in which one lacks self-confidence - do not arise, or only to very small extent, in the AMU system, which means that the experiments carried out in these centres were of only limited relevance to the theme and aims of the seminar. There are few direct contacts and even a degree of competition between the AMU centres and "second chance" schools, although - in Göteborg at least - this does not rule out practical co-operation in specific cases. These schools have been set up along the same lines as state schools for children and young people, with certificates and diplomas absolutely identical to those awarded at the end of vocational training. In both cases (AMU centres and second chance schools), the desire to learn for its own sake and to develop one's own personality, in order to keep up-to-date and contribute to the enhancement of a particular area of society - the "ideal" motivation in adult education in general - is often replaced by material, legal or financial motives, which means that this section of the population may not be considered as typically underprivileged.

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3. Decentralised staff development at Volvo

Volvo has undergone profound changes in staff policy since the appointment of a new Chairman in 1971. These changes may be summarised as follows:

- Staff development goes beyond mere training and is concerned with incorporating an element of personal development into each worker's job: this presupposes special qualifications on the part of the management;

- Staff training and development are regarded as an investment, and not as an overhead even though not all learning processes are quantifiable;

- The decentralisation of production, decision-making and training shortens the lines of communication, brings the workers closer to their own work and to people from other branches and enables problems to be solved more efficiently on the spot; it enables training provision to be adapted as closely as possible to the actual situation of a team of workers which regularly discusses its development needs;

- The local teams, or primary groups of workers, are largely independent as to the organisation of their work during the year; they decide jointly on the measures necessary to improve production and the employees' situation.

4. Workers' education: ideal and reality

The information on trade union education in Denmark, on the new adult education legislation in Norway and on the situation in Finland showed that great efforts are being made to reach the underprivileged groups and classes more effectively. The non-Scandinavian visitor gains the impression that all the necessary structures, legislation, material support and indirect incentives exist - more so than in several other European countries. Nevertheless, the more or less formal provision of workers' education and training for the underprivileged still comes up against virtually insurmountable barriers in the target population.

According to a recent survey in Denmark, non-participation in trade union training is due to family obligations (41%), economic factors (28%), work fatigue (18%) or lack of information (17%). The survey does not mention psychological obstacles such as negative school experiences, nor the image of trade union education as merely training officials for the movement.

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In Finland, with its dense network of study circles, worker participation was 26% in 1976 (last survey), which far exceeds the rate in other European countries. As elsewhere, adult education in Finland is to a large extent reserved for one's leisure time, the participants' age range resembles the equivalent statistics in other countries and music and art courses - followed by practical courses - head the list of subjects taught. The analogy with the school system is reinforced by the fact that many of the 22,000 educators and leaders - again, as elsewhere - are primary and secondary school teachers.

The new Norwegian Adult Education Act (1976) delegates powers of decision to the municipalities and provinces and provides for considerable grants (approximately 80%) to private and municipal initiatives. Some independent organisations work specifically with underprivileged groups, and a whole section of the Act is devoted to the training of the underprivileged and the handicapped: a certain priority may be even detected there. However, many of the programmes and projects drawn up on these lines since 1976 have remained dead letters despite the moral and financial support provided for under the Act and the priority which they are theoretically given. One of the reasons for this unsatisfactory situation is that the degree of organisation among underprivileged groups is well below average and all too often this prevents the persons concerned from participating in the preparation and implementation of programmes in their own neighbourhood. The needs of the underprivileged, including their training and learning needs, are very often political issues and therefore subject to the vagaries of party politics. "Those who could pay for their own education receive state subsidies for their leisure activities, while the underprivileged groups often do not even have the necessary means for a rudimentary education."

During the discussions in the working groups, the following additional reasons were put forward to explain the reluctance of underprivileged groups where their own education is concerned:

- it is not easy for the underprivileged to break out of their environment and enrol in an educational organisation;
- they remember their own school experience and often distrust people who offer them education;
- adult educators do not themselves belong to the underprivileged groups and express the presumed needs of the underprivileged in their own intellectual and academic language.

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IV. CONCLUSIONS AND RECOMMENDATIONS

The plenary session on the last day attempted to group together information and ideas discussed and to identify:

- the main aspects of the seminar's general theme;
- the similarities and differences of opinion between the three groups;
- conclusions and recommendations for the attention of the Council of Europe, the member states, adult education organisations and, in particular, training institutes for adult educators.

1. The different aspects of adult education in underprivileged groups

The term "underprivileged" may be a source of confusion and needs to be defined for the purpose at hand. It was agreed that the features of an "underprivileged" environment - or, of "priority groups" - are:

- insufficient initial education and training,
- material hardship,
- social problems, ie in social relations,
- inability to decide one's own future,
- inability to handle a relatively complex organisation (firm, school, social or cultural association, etc),
- a more informal than formal way of learning.

The specific difficulties involved in the education of "priority groups" lie precisely in this informal aspect of the learning process which eludes the efforts of structured adult education organisations. The question is whether this form of learning is not just as valid as education in the form of courses and seminars, and what means there could be for supporting it more.

The problems connected with the education of priority groups do not seem to be fundamentally different from those which we encounter in all areas of adult education. Nevertheless, in view of the greater informality mentioned above, the education of the underprivileged should be more closely related to other areas of society such as public health, social welfare, counselling etc. The bodies working with priority groups often have staff who could serve as informal leaders or educators and would be all the more acceptable to the people in those groups.

Access to educational processes seems particularly easy through work in a job. This is regarded as key setting for personal development, but also for the questioning of accepted values, for frustrations and conflicts, but also for different forms of progress and self-fulfilment. This also applies - perhaps more specifically - to the unemployed.

The interdependence between education and other areas of society comes out very clearly when we are dealing with education for priority groups. This interdependence poses a number of structural and financial problems. For it is not that easy to single out the organisations or ministries responsible for decision-making and for the financing of educational schemes in this field. One possible solution would seem to be a very high degree of decentralisation towards the municipalities, neighbourhoods, industry, etc.

It seems as necessary as it is difficult to ask the question: who is interested - and why - in the education of underprivileged people? The reasons are no doubt very varied, whether we are talking about traditional educators, often rather like missionaries, educational organisations seeking a new justification for their existence, political authorities or parties looking for votes, firms or trade unions - or even the underprivileged themselves!

The objectives of education for underprivileged adults were enumerated during the seminar and may be summarised as follows:

- to come to terms with and then overcome a state of deprivation;
- to provide greater social justice;
- to improve social mobility;
- to facilitate social change;
- to increase solidarity within the community.

In the light of these objectives, the educators working - on a formal or informal basis - with priority groups will have the following tasks:

- to create a greater awareness of problems which are often indistinctly felt or badly expressed;
- to increase self-confidence;
- to help learn new techniques, new knowledge and new attitudes;

- to follow the progress of activities;

- to help analyse the social, economic and political situation with a view to social action or change;

These educators should be recruited in the first instance among the underprivileged themselves or at least among the key figures living in the particular environment (social workers, etc). The formal requirements for admission to the profession of educator (diplomas etc) are of lesser importance in this field.

As regards the training of these educators, it was felt that the principles worked out during the seminar should apply to all teacher training, and not merely to the specific field of adult education:

- the principle of self-responsibility, which reduces the gap between teacher and taught and thus becomes a principle of equality;

- the close relationship between employment, everyday life and learning (in-service training);

- training as a preparation for and evaluation of leadership, community work and educational action;

- the importance of acquiring basic skills and knowledge;

- the role of voluntary workers and full-time instructors and their involvement in specific projects;

- work in versatile teams including social workers of various kinds, and the integration of the training and educational processes with other vital processes (health, counselling, planning, information, action, etc).

2. Some recommendations and conclusions

The Council of Europe is invited to:

- make a closer examination of projects with underprivileged groups in various countries, as is the case with projects forming part of the network;

- facilitate the exchange of teaching materials produced in such projects, which are very often different from official teaching materials;

- arrange for personal contacts between workers involved directly in so-called priority projects, eg by means of reciprocal visits.

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The member states (or their governments) could:

- give priority in their legislation to projects with underprivileged groups;
- recognise informal teaching methods as being as valid as structured and organised adult education;
- seek methods of joint financing for projects of this kind;
- recognise the deeply political nature of all adult education, especially in underprivileged groups;
- recognise the importance of different types of educators, formal and informal.

All these recommendations apply equally to the various adult education organisations.

Training establishments for adult educators should:

- review their admission requirements in the light of the above, ie in the light of the particular situation of education for underprivileged adults;
- develop programmes appropriate to the learning situation in priority groups;
- accept requests from the underprivileged for the training of voluntary workers;
- comply in their training with the principles laid down and highlighted through the more detailed examination of the situation among underprivileged groups;
- exchange their experience, instructors and teaching materials connected with the education of underprivileged adults.

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B. SYNTHESIS OF THE WORKING GROUP SESSIONS ON "LEARNING IN RELATION TO EVERYDAY SITUATIONS"

by Ole GAY

1. Definitions of the underprivileged groups

The problem of defining and reaching the underprivileged groups is a complexity of theory and practice.

The underprivileged groups can be defined by absolute standards (eg income, seven years of formal schooling, specific handicaps etc). The definition of absolute standards is appropriate in theory but it is difficult to reach the specific groups in reality when they are defined by specific and absolute standards. It is not possible to see if a man is underprivileged by assessing specific standards and he need not be considered underprivileged if he fulfils one condition of these standards. As a matter of fact the conditions of underprivilege are social complexes of different absolute standards.

It will therefore be dangerous to formulate legislation and regulations for the underprivileged by absolute standards. The legislation and regulations will be good in theory but it will be difficult to apply in reality.

It is also possible to formulate a definition on the basis of the social standards of the social relations which a person has, wants and/or needs. This will imply in practice reaching the underprivileged groups indirectly by selecting specific geographical areas (eg working places, neighbourhoods etc) where social deprivation is likely to be high. Using the definition of social relations it is possible to utilise the local resources of the specific areas - and especially the relations of informal learning.

A general question is: who shall have the privilege of formulating and deciding on who will be considered as belonging to an underprivileged group?

2. Definitions on the relations of learning

When we in theory use the three relations of learning (eg informal, non-formal and formal learning) we have to stress the importance of informal learning in everyday life (and in non-formal and formal education which are parts of life).

The question of informal learning is how we can develop the individual's informal learning so that he can use his learning potential from everyday situations of his social

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environment (working places, neighbourhood, etc). It will be necessary that educational systems with their local organisers and teachers have the same awareness of how to use the contents and forms of informal learning in the process of non-formal and formal learning.

3. Training of local organisers and teachers in adult education

The training of local organisers and teachers should:

- consist of the social, cultural and educational aspects of the underprivileged groups;
- be flexible according to the contents and forms depending on the specific social context of the underprivileged groups;
- be problem-oriented and performed by the project methods;
- also be given to local animators, relevant public officers, planners, social welfare workers, librarians and other unspecified persons working in the local communities.

The main problem in the connection with everyday learning is how to implement the ideas of everyday learning in practice rather than its acceptance as a theoretical principle in adult education. Almost everybody could in theory agree on the importance of everyday learning and of working life experiences in adult education. However, the aim should be to create the adequate teaching environment and learning opportunities for adults taking the everyday learning principles into account.

There are three main problems related to everyday learning:

1. The problem of recognising that adults learn from everyday life situations.

2. The problem of how to secure that contents and forms are both integrated parts of every learning situation. It is of course possible to have the contents connected with everyday learning in the teaching situation but not taking into account everyday learning principles in the methods of the teaching. It is also possible that teaching methods are based on everyday learning principles but not the contents. Therefore it must be stressed that if everyday learning should have a real meaning it should have an impact on both the contents and the forms of everyday learning situations.

3. The problem of using everyday learning principles so that they imply results in some kind of concrete action. This action could be for the individual, for the specific groups and for society.

C. SYNTHESIS OF THE WORKING GROUP SESSIONS ON "INFORMATION, ADVISORY AND COUNSELLING SERVICES AND THE TRAINING OF ADULT EDUCATORS FOR WORK WITH THE UNDERPRIVILEGED"

by Peter CLYNE

There is no value in spending time trying to define "underprivileged". It is sufficient to recognise that the definition will vary from place to place according to the local circumstances. Nevertheless, it must be recognised that there are bound to be underprivileged people in any given population for whom special adult education approaches are required.

1. Why should matters concerning information, advisory and counselling services be included in training?

a. The present systems of publicity, which rarely use broadcasting media effectively are inappropriate to reach the whole population. Therefore, alternative strategies must be employed to contact that section of the population not contacted.

b. Adult education, as it is traditionally provided, does not influence the lives of, nor is it attractive to, underprivileged groups. Adult educators must be trained to be able to introduce changes in the organisation and delivery of adult education.

c. Adult educators must be trained to interpret the new and different education needs identified through information, advisory and counselling services.

d. Adult education must be a dynamic service, able to respond to changing social and economic conditions.

The creation of suitable training programmes will help to achieve these objectives and ensure that adult education is always a questioning and challenging influence in our society.

2. Who shall be trained?

There has been a continuing debate as to whether all adult educators should be trained in advice and counselling skills and techniques or whether only certain adult educators, with personal attitudes and characteristics of working with underprivileged people, should have the training. While we respect all adult educators to be sensitive to the personal needs and difficulties of students, it is undoubtedly true that certain adult educators have the ability to work

successfully with underprivileged individuals or groups. These people should be trained, and preferably, they should be trained in part with social workers and community workers and other locally based professional workers. In addition to training for adult educators in the special skills of advising and counselling, there should be opportunities for training for specialist counsellors to understand the organisation and opportunities for adult education.

3. When should they be trained?

There is insufficient training provided for part-time adult education teachers. We should aim to provide a basic introductory course for all new teachers and this course should include ways of helping teachers to value the informal relationships which can develop in the classroom as part of learning patterns. Students and teachers learn from each other. Those teachers who display the appropriate personal characteristics and attitudes should be given in-service training in advisory and counselling skills after they have proved themselves to be successful adult education teachers.

4. How should they be trained?

Adult education is one amongst a number of community-based services. Training programmes should reflect this fact. Adult educators should be helped to understand the potential flexibility of adult education which can normally respond, in one way or another, to the learning needs of underprivileged people. This response might be by adult education alone, but often the response will be a joint one between adult education and other services. Adult educators should be introduced to interview techniques which will assist them to develop the necessary skills of listening and asking constructive questions. Training programmes should stress the ability of adult education to function in as many different ways as there are needs to be met. Some of the needs may have a political dimension. This is particularly true when considering the needs of underprivileged groups, many of which relate to economic, social or personal factors. However, in our approach to training we should be careful not to create a new professional group of adult education advisors and counsellors who stand apart from both the adult teachers and the students. Equally such a separate group would have difficulty relating effectively to people at their places of work, leisure and recreation. There is a risk of over-professionalisation. In many situations it will be both desirable and possible to employ adult students (paid or unpaid) as counsellors to their colleagues at work or their neighbours at home. At times it will be necessary to train and use other professionals, such as doctors, union officials and clergy, as intermediaries to enable advice and counselling in education for adults to reach some underprivileged people who are not in touch with the local adult education organisations.

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A P P E N D I X I

PROGRAMME OF THE SEMINAR

Sunday 18 May	Arrival at Kungälv
Monday 19 May	Plenary session
Morning	- Opening of the seminar and presentation of the participants
	- Introduction by a representative of the Council of Europe Secretariat: CDCC Project on the "Development of Adult Education"
	- Introduction and discussion on:
	. the structure of adult education in the Nordic countries (by Mr J ENGELHARDT)
	. Adult education policy in the Nordic countries (by Mr K M JACOBSEN)
	- Exchange of views on the orientations of the seminar
	- Constitution of working groups
Afternoon	Meeting in working groups
Tuesday 20 May	
Morning 9 am	Plenary session
	Statement by John MØLGAARD, Denmark, Trade union movement, and by Steen RUSSEL, Sweden, In-service training, Chief, Volvo, followed by discussion on labour market education in the Nordic countries
11 am	Informal meeting with participants of other seminars
Afternoon	Meeting in working groups
Wednesday 21 May	
Morning 9.30 am	Plenary session
	Statement by Kjell JOHANSSON, leader at the Göteborg adult educational institute, responsible for second-chance education in Sweden, followed by a discussion on second-chance education for adults working for diplomas offered for the young

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11 am	Informal meeting with participants of other seminars
Afternoon	Meeting in working groups

Thursday 22 May

Morning 9.30 am	Plenary session Statements by Ake DALIN, Norway, and Inga SANDELIN, Finland, followed by discussion on general education for adults in relation to underprivileged groups (the Nordic point of view)
11 am	Informal meeting with participants of other seminars
Afternoon	Meeting in working groups

Friday 23 May

Morning	Plenary session Conclusion, evaluation and summing-up Adoption of recommendations

NB A visit starting at about 11.30 am and lasting about two hours to a training centre will take place during the first three days before each of the working groups holds a discussion on the theme "Participatory research in relation to working life".

ANNEXE II/APPENDIX II

LISTE DES PARTICIPANTS/LIST OF PARTICIPANTS

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